

Bird Feeder Activity Instructions

KS1 groups should be given plastic bags and sticky labels to write their names on so that they can take their feeders home.

Toast birds (KS1)

Resources required for each group:

Example of a feeder
Plastic table cover
string
pieces of A5 card
pencils
scissors
plastic knives
Seeds
pieces toast
yoghurt pots containing seeds
yoghurt pots containing peanut butter
jar peanut butter
large spoon

Method

- Share the string between the children in the group.
- Draw a bird shape onto A5 card (big enough to fit their pieces of toast) – can use a gingerbread man cutter if preferred
- Cut out the shape as a template
- Use template to help them cut out a bird shape from the toast using their plastic knives
- Spread the toast shape with peanut butter and cover with seeds
- Make a hole in the top of the piece of toast and thread a piece of string through
- Write name on a sticky label and stick this on a plastic bag. Put feeder into bag to take home.

Discussion points:

1. As you work through the task ask the children if they can tell you what they think is the first, second...next step to be taken having looked at the example? Why do they think each step has to be taken (*e.g. why are we coating the toast with peanut butter? Why do we need a hole through the top?*);
2. When sharing out the string between members of the group ask how we can easily share the string equally. (*i.e. fold into matching pieces making sure the ends match together*)
3. Try to include a range of appropriate vocabulary. (e.g. talk about the properties of the materials the children are handling e.g. soft, gooey, sticky, hard, crispy.)

Apple feeder (appropriate for KS1 and KS2)

Resources required for group:

Example of a feeder
Plastic table cover
Ball of string (sufficient for about 50cms per child)
scissors
rulers
apples
apple corer
plastic knives or tooth picks
treasury tags
yoghurt pot of seeds

Method

- Share the string between the children in the group.
- Core the apple and retain the core
- Thread a string through the centre of the apple and tie it to one end of a treasury tag (so that the other end can act as an anchor across the base of the apple once the string is pulled back through the apple)
- Replace the apple core
- Use the tip of a plastic knife or tooth pick to make small slits in the skin of the apple and stick seeds into its surface to make it look like a hedgehog

Discussion points – KS1

1. As you work through the task ask the children if they can tell you what they think is the first, second...next step to be taken having looked at the example? Why do they think each step has to be taken (e.g. *why are we coating the toast with peanut butter?*);
2. When sharing out the string between members of the group ask how we can easily share the string equally. (i.e. *fold into matching pieces making sure the ends match together*)
3. Try to include a range of appropriate vocabulary. (e.g. talk about the properties of the materials the children are handling e.g. juicy, crisp, round, ball shaped, sphere, skin, centre, middle)

Discussion points – KS2

1. As you work through the task ask the children why they think each step has to be taken; can they tell you what they think is the first, second...next step?
2. When sharing out the string between members of the group ask how we can share the string equally. (*Could measure and divide the number of cms or fold into matching pieces*)
3. Show how to use the corer but first ask :
4. What is the core of an apple? What does it contain? Why might the seeds form inside an apple? Where do they think the corer needs to slice through in order to remove the core?

Pine cone feeder (KS1 and KS2)

Resources required for group:

Example of a feeder
Plastic table cover
Ball of string (sufficient for about 50cms per child)
scissors
rulers
plastic knives
pine cones
small block of cheese
yoghurt pot of seeds
yoghurt pot of sultanas

Method

- Share the string and block of cheese between the children in the group.
- Tie a string to the top part of the pine cone
- Pack the open cone with cheese chunks (use knives to cut their blocks), sultanas and seeds

Discussion points – KS1

1. As you work through the task ask the children why they think each step has to be taken; can they tell you what they think is the first, second...next step?
2. When sharing out the string between members of the group ask how we can easily share the string equally. (*i.e. fold into matching pieces making sure the ends match together*)
3. Try to include a range of appropriate vocabulary. (e.g. talk about the properties of the materials the children are handling (e.g. cheese is soft/squashy; cone is rough, hard, knobbly.)

Discussion points – KS2

1. As you work through the task ask the children why they think each step has to be taken; can they tell you what they think is the first, second...next step?
2. When sharing out the string between members of the group ask how we can share the string equally. (*Could measure and divide the number of cms or fold into matching pieces*)
3. Regarding fractions – If we are going to cut the lard into thirds how many pieces will there be? What is important about the size of each piece? How can we be sure that the pieces are all the same size?
4. Pine cones are usually 'closed up' when they first form. Consider why the birds might visit a pine cone; what does a pine cone contain in the wild? Where might the pine seeds be found within the cone? How might they be dispersed?

Yogurt pot feeder (KS2)

Resources required for group:

Example of a feeder

Plastic table cover

Ball of string (sufficient for about 50cms per child)

scissors

rulers

'bain marie' – i.e. large plastic bowl containing hot water

small bowls

forks

spoons

yoghurt pots (1 per child - with a hole already put in the side. This can be done with a hot needle.)

block of lard

plastic knives (for chn to cut lard)

3 treasury tags

Method

- Share the string between the children in the group.
- Thread a treasury tag through the hole in the side of a yoghurt pot to act as an anchor
- Tie a piece of string to the outside part of the treasury tag
- Cut the block of lard into thirds (each child to have 1/3)
- Cut each piece up into smaller cubes and melt these in a small bowl in the bain marie (each child to have 1 bowl)
- Use a spoon to mix a handful of birdseed and some dried fruit into the lard
- Transfer the filling into the yogurt pot (pack in extra seed if there is room) and leave to cool

Discussion points:

1. As you work through the task ask the children why they think each step has to be taken; can they tell you what they think is the first, second...next step?
2. When sharing out the string between members of the group ask how we can share the string equally. (*Could measure and divide the number of cms or fold into matching pieces*)
3. Regarding fractions – If we are going to cut the lard into thirds how many pieces will there be? What is important about the size of each piece? How can we be sure that the pieces are all the same size?
4. Regarding melting the lard – talk about how the properties of the lard change – what is it like at first when it is solid? Why does it change? What does it look like when it is melted into a liquid? What happens when the lard cools down again?

Half orange skin feeder (KS2)

Resources required for group:

Example of a feeder
Plastic table cover
Ball of string (sufficient for about 50cms per child)
scissors
rulers
'bain marie' – i.e. large plastic bowl containing hot water
small bowls
forks
spoons
pencils
large oranges
block of lard
plastic knives (for chn to cut lard)
yoghurt pots (for discarding the orange flesh)
1 sharp knife (for adult to cut oranges)
tub of seed – at least 4 handfuls
pot of dried fruit

Method

- Share the string between the children in the group.
- Scoop out the flesh of half an orange into a yogurt pot (adult to slice the oranges in half across the middle – each child to have $\frac{1}{2}$ - easiest to slide spoon along each segment first)
- Use a pencil to pierce two holes at the base of the orange skin and thread string through (cut ends coming out of the inside of the skin)
- Cut the block of lard into four quarters (each child to have $\frac{1}{4}$ - plenty to fill the orange half)
- Cut each quarter up into smaller cubes and melt these in a small bowl in the bain marie (each child to have 1 bowl)
- Use a spoon to mix a handful of birdseed and some dried fruit into the lard
- Transfer the filling into the orange skin (pack in extra seed if there is room)
- Ensure that the string is pulled out over the sides of the skin and leave to cool.

Discussion points:

1. As you work through the task ask the children why they think each step has to be taken; can they tell you what they think is the first, second...next step?
2. When sharing out the string between members of the group ask how we can share the string equally. (*Could measure and divide the number of cms or fold into matching pieces*)
3. Regarding fractions –
 - a. If I am going to cut each of the 2 oranges in half how many pieces will there be altogether? How do you know? How shall we decide where to cut the oranges? What is important about the two halves?
 - b. If we are going to cut the lard into quarters how many pieces will there be – how can we be sure that the pieces are all the same size?
4. Regarding melting the lard – talk about how the properties of the lard change – what is it like at first when it is solid? Why does it change? What does it look like when it is melted into a liquid? What happens when the lard cools down again?

Cardboard drink carton feeder (KS2)

Resources required for group:

Example of a feeder

Ball of string (sufficient for about 50cms per child)

scissors

rulers

1l drink cartons (1 per child - lids already pierced)

drawing pins

pieces of garden cane (more than width of carton to act as perch)

tub of seed (sufficient seed to quarter fill the 3 cartons)

Method

- Share the string between the children in the group.
- Use a drawing pin to pierce two holes opposite each other near the bottom of the carton on the face and back of the box
- Carefully enlarge the holes with a pencil point
- Use rulers to measure the height of their cartons in cms
- Halve this number and halve again to find $\frac{1}{4}$ of the height
- Mark this distance from the base on either side of the front of the carton
- Draw a line between the two marks
- Add 4 cms to that measurement and mark this distance above the first line to outline the piece to be removed to form the feeding hole
- Cut the oblong out of the face of the carton and continue the hole a little around the sides of the box
- Remove the lid from the carton and pierce a hole through the centre; Enlarge the hole with a pencil point
- Thread a piece of string through the carton's lid and tie a knot underneath
- Screw the lid back onto the carton
- Gently press a piece of garden cane through the 2 holes near the base to act as a perch
- Fill the base of the feeder with seed.

Discussion points:

1. As you work through the task ask the children why they think each step has to be taken; can they tell you what they think is the first, second...next step?
2. When sharing out the string between members of the group ask how we can share the string equally. *(Could measure and divide the number of cms or fold into matching pieces)*
3. Regarding fractions – we need to cut a feeding hole $\frac{1}{4}$ of the way up the carton. How could we go about doing this? Why? How can we halve x cms? (partition into tens and ones – halve each part and recombine)